

MINUTES OF A MEETING OF THE UNIVERSITY SENATE
January 8, 1965

The University Senate met at 2 pm, Friday, January 8, 1965, Acting President Colclough presiding. Inasmuch as the minutes of the previous meeting had been distributed, they were not read, Mr. Fox moved to amend the minutes by changing the period to a comma at the end of paragraph 5, page 2, regarding the postponed Sub-Committee on Retirement Report and adding "but will consult with the Executive Committee with respect to their progress." The change was so ordered. Mrs. Yakobson, Chairman of the Committee on Student Relationships, requested that the word "resources" in the eighth line of paragraph 3, page 1, of the minutes be changed to "services" in order to better convey the sense of her remarks. This change was so ordered. The minutes were then approved as amended.

Acting President Colclough informed the Senate that Professor Benson of the Law School Faculty was recovering well from his recent operation; he also reported with regret the recent death of Assistant Treasurer Heartfield's mother.

Mr. Victor Clark, President of the Student Council, addressed the Senate. He commented on some University matters which he declared were of special interest to the students, among them the selection of a new President of the University, the progress of University plans for a Student Center, the need for more recreational facilities of various kinds, and the Council's own plans for a re-organization of student government. Mr. Clark remained to answer a few questions from the faculty regarding student needs and Acting President Colclough thanked Mr. Clark for his report.

Acting President Colclough announced that the Educational Policy Committee Report scheduled on the agenda had been postponed for a later date as the Committee felt it had not progressed far enough in its deliberations to submit a meaningful report at this time.

Dean Burns, Dean of the Graduate Council, then presented an informal report on the problem of teaching loads. It was based on a comparative sampling of departmental offerings at The George Washington University and several other academic institutions. While Dean Burns stressed that this was not more than an informal and quick sampling, his findings suggested that The George Washington University departmental offerings in several cases by far exceeded in terms of the number of credit hours the corresponding offerings in some major institutions. He concluded by suggesting that the departments "trade off" a few courses for a reduction in the minimum teaching load. While the discussion brought out that the Burns data might require some qualifications in the light of varying academic systems, it was the sense of the Senate that the matter should be referred to the Committee on Educational Policy for further study. Dr. Kraus, Chairman of the Executive Committee, thanked Dean Burns for his very "interesting and suggestive" report.

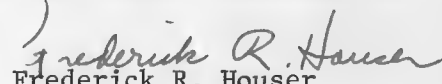
Dr. Kurt London, Director of the Institute for Sino-Soviet Studies, in the School of Government, Business and International Affairs, presented a report on the Institute in terms of "the challenge of a specialized and interdisciplinary program." After tracing the Institute's development to its present role within the School of Government, Business and International Affairs, Dr. London outlined its accomplishments so far and its plans for further development in the future.

He stressed the problem of attracting scholars in order to maintain a balanced program of teaching and research. He also expressed the conviction that, although the Institute was a graduate center, thought should be given to the further development in the undergraduate curriculum of courses which would lay appropriate groundwork for specialization at the graduate level in this field. After general discussion, Acting President Colclough thanked Dr. London for his report.

Dr. Kraus, Chairman of the Executive Committee of the University Senate, read a copy of a memorandum which he had received from Dean Mason of the School of Engineering and Applied Science, addressed to Professor R. B. Heller, Chairman, Senate Committee on Appointments, Salary, and Promotion Policies (including Fringe Benefits,) which outlined the manner in which the School of Engineering and Applied Science intends to implement Article X, Code and Ordinances, by the creation of a Faculty Personnel Committee to be elected by the Faculty annually. This committee has been given the responsibility and authority to act for the Faculty in all matters covered by Article X. Dr. Kraus suggested that this was an excellent and constructive plan and one that might well be followed by other schools and colleges of the University where feasible.

Dr. Kraus welcomed back to the University Senate Mr. Ledakis of the Law School who had been convalescing from a serious operation.

In the absence of further new business, the meeting was adjourned at 3:15 p.m.


Frederick R. Houser
Secretary of the Senate

CHALLENGE OF A SPECIALIZED AND INTERDISCIPLINARY GRADUATE PROGRAM

For presentation to the G.W.U. Senate Meeting on January 8, 1965

First Challenge: The idea itself, which took years of development.

1959 first discussions with Woodruff. 1959-62 work on the materialization of the program.

The odds seemed strongly against the enterprise. G.W.U. had little or no money; the foundations, particularly the Ford Foundation, were inclined to switch to the arts, keeping mainly the big universities in funds according to Saint Matthew: "To whom who hath shall be given." Another difficulty to overcome: prejudices against the area universities.

(A part of this challenge was solved by a grant from the Eugene Meyer Foundation of \$15,000 for the initial setting up of the Institute and, in December 1962, a grant of \$145,000 for three years by the Ford Foundation.)

Second Challenge: The Basic Philosophy: The Integrated Approach.

Area centers usually pigeonhole individual countries or specific areas. Practical experience in the government has taught me in the case of the Communist orbit that integrated thinking and study of the main areas of interest to the Soviet Union and Communist China was absolutely essential. This view is coincidental with that of the Far Eastern and Russian Institute

of the University of Washington, Seattle, which I did not know then, but later learned during my discussions with the Director of that Institute, Dr. George Taylor, and Professor Michael, who was a member of the Institute. The Washington community, academic and governmental, seemed to accept the integration idea. Also, just as in Seattle, the concept of an interdisciplinary approach embracing many social science disciplines was accepted and, indeed, corresponded with the general thinking of this University.

Third Challenge: An Unconventional Approach ^{of} ~~and~~ Administration.

a. Twenty years out of the academic world let me forget university conventions and campus politics. This fact, I reluctantly state, helped me a great deal in getting the Institute going. In other words, not even knowing that I might step on someone's toes, I went ahead and did what I considered essential for a quick build-up, with Dean Woodruff's approval and, I think with the President's approval. I think events have borne me out.

b. The choice of faculty and visiting professors. I firmly believed from the beginning that in view of the shaky reputation of the area universities and the newness of the Institute, the one way to put us on the map quickly was to acquire the services of first rate experts who had written in their fields and were nationally known scholars, no matter what salaries had to be paid--within the framework of the limits of the Ford money. This turned out to be a very great asset both in the public image and an attraction for students. I

believe that we have to continue this line for some time. However, once the Institute has been established unquestionably as one of the top ranking area study centers in the nation, we can then, money permitting, allow ourselves to obtain the services of unknown young scholars and let them further develop at the Institute. In the meantime I would say that the production of publication is an absolute must. As you probably know, many of the members of the Institute have published books and articles and we have a series of research monographs going which in the future will be published by the Johns Hopkins University Press with which ~~it~~ have reached an agreement.

Fourth Challenge: The Role of the Undergraduate in a Graduate Program. — *Non Western Studies*

- a. Our experience so far has shown great gaps in the knowledge of both full-time and part-time students.
- b. New generations of Sino-Soviet scholars must be educated. This process cannot begin at the graduate level but has to be started before that level is reached.
- c. Non-Western subjects must be given equal rights; the West is no longer the navel of the world.
- d. Non-Western languages must be permitted as language fulfillments, such as Chinese. (The Association of American Colleges and similar organizations have come out for the incorporation of non-Western studies and an increasing number of universities have changed their curriculum accordingly.)

e. The upper classes of the undergraduates must be given more choice of subjects that may seem specialized, according to tradition, but are not really, because these students must live with problems that the world faces as a result of the existence of the Communist orbit; they must be given a chance to acquire basic knowledge from which to proceed to higher achievements in the field.

Fifth Challenge:

a. To make the Institute nationally and internationally better known (this process has already been going on for some time) is a challenge which has to be pursued not only for the sake of the Institute but also for the University. I do not hesitate to state that we could make the Institute a prestige outfit from which the University could profit.

b. We must educate genuine academic full-time student generations (without forgetting to help the part-time students). We have a special situation here in Washington in that numbers of government employees will work in our fields but this should not be our prime interest. Most important remains the training of full-time budding scholars which can only be done if we start at the undergraduate level and keep our academic standards high. It can be done and it will be done if we have the support of the University and faculty. *And if scholarships can be made available.*

Sixth Challenge: Money.

We need far more money than we have. The University has been as good to us as it could, but we need much larger sums. At the present time we are negotiating with NDEA Title VI and should know by March whether we will be one of the 50 from the 200 applications which will be granted. A new request to Ford will be ^{submitted} written this spring. We are in touch with the Relm Foundation, particularly for research grants. I want to point out that if we get the NDEA grant, we are inclined to funnel most of it to the language and undergraduate levels on the understanding that our ideas of adequate undergraduate preparation in the general field of the Institute would be accepted.

Seventh Challenge: The Administrator Devours the Scholar.

The administration of a new enterprise requires much time and energy. Little chance is left during the working day for scholarly work. So after an exhausting day, the evening is for scholarly production and course preparation rather than relaxation. The same is true for the weekends. I have managed to keep producing but it is hard and not very healthy. But the chances to delegate are limited. The challenge is to overcome this situation and to create a more even balance between administration and scholarship.

Let me conclude with one observation. The title of this presentation was to be Challenge of a Specialized and Interdisciplinary Graduate Program. It is interdisciplinary, but how specialized it is, is a matter of opinion. Personally I believe that in the field of international affairs the topic on which we are working is one I would like to call bread and butter. ^{or like} The Communist orbit has wrought enormous changes in the entire concept of international affairs, of international organization, international law, international communication, government, politics, and so on. It would seem to me that Communist affairs are therefore part and parcel of the overall program and I am less and less inclined to call it specialized. I would rather call it NECESSARY, ^{type} ~~if not~~ imperative.

December 3, 1964

TO: Dean of Faculties, J.A. Brown
Associate Dean of Faculties, Harold Bright

FROM: Arthur E. Burns

In my memorandum of November 23, I suggested a reduction in course offerings as a means of financing the reduction in teaching loads to nine from the present twelve. The credit hours of work offered by the major departments suggested to me that this course of action would be feasible.

Feasibility is further suggested by some comparisons with a few other universities. These are shown below for the undergraduate groups only.

<u>HISTORY</u>	<u>Lower Division</u>	<u>Upper Division*</u>
G.W.U.	12	140
Columbia	18	51
University of Calif., Berkeley	21	108
University of Chicago	9	69
University of Pittsburg	27	114
<u>GEOGRAPHY</u>		
G.W.U.	6	108
Columbia	6	15
University of Calif., Berkeley	12	85
University of Chicago	9	30
Stanford	21	26
<u>POLITICAL SCIENCE</u>		
G.W.U.	12	105
Columbia	15	39
Chicago	12	64
Washington University, St. Louis	23	78
Pittsburg	12	72

<u>PSYCHOLOGY</u>	<u>Lower Division</u>	<u>Upper Division</u>
G.W.U.	18	54
Columbia	9	46
Chicago	-	33
Pittsburg	23	47
<u>PHYSICS</u>		
G.W.U.	33	57
Columbia	20	22
University of Calif., Berkeley	21	43
Tulane	18	45
Chicago	18	45
<u>MATHEMATICS</u>		
G.W.U.	36	54
Columbia	24	39
Chicago	21	57
Tulane	18	45
Pittsburg	19	33
<u>STATISTICS</u>		
G.W.U.	12	69
Columbia	3	15
University of Calif., Berkeley	12	62
Chicago	3	36
Stanford	26	45

These comparisons are suggestive only and in some cases they may be misleading. For example statistics courses may be offered in several departments, thus reducing the number offered in statistics departments.

The same universities do not all appear in the above seven departments. There seems to be even more proliferation at some other universities than here, in some departments. Since there is no pretense of scientific objectivity, or statistical parity, in this memorandum, I left those out that lent no support to my suggested proposal.

Despite the statistical shortcomings of this limited comparison, the facts indicate that some very large and reputable universities seem to make do with fewer courses than we offer in the seven fields shown above.

DATE: 9 December, 1964.

MEMO TO: Prof. R.B. Heller, Chairman Senate Committee on Appts,
Salary, and Prom. Policy.


FROM: Dean Mason.

Reference is made to your request dated Nov. 13, 1964, for report on the manner in which this School plans to implement Art. X, Codes and Ordinances.

The Faculty of this School, in meeting Nov. 25, 1964, created a Faculty Personnel Committee, to be elected by the Faculty annually at the same time as election of Senate members, and to consist of the three elected Senate members plus additional full Professors with tenure to insure three committee members of that rank, and with the minimum size of committee to be five members. This Faculty Personnel Committee was given the responsibility for and authority to act for the Faculty in all matters covered by Art. X, Codes and Ordinances.

The Faculty, further, on Nov. 25, 1964, designated its three Senate members and all full Professors with tenure an ad-hoc committee to develop and prescribe the procedures to be followed by the Faculty Personnel Committee in serving its function. This committee is meeting weekly at present in pursuit of this task.

During the interim until Senate elections in May 1965, the functions required by Art. X, Codes and Ordinances are being carried on by the three Senate members, who constitute the faculty representatives on the School's Dean's Council.


Martin A. Mason
Dean
School of Engineering
And Applied Science

cc: Prof. Kraus (chrm. Univ. Senate) ✓
Act. Pres. Colclough
Prof. Aschheim
Prof. Ojalvo
Prof. Schlagel
Prof. Sommers
Prof. Stevens
Dean Bright

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